



Preparation for Pandemic Flu: A Health Promoter Training Module



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Introduction

This health promoter training module is a supplement to the *Emergency Preparedness Education for the Latino Community: Health Promoter Training Manual* curriculum, developed by the Latino Health Initiative and the Advanced Practice Center for Public Health Emergency Preparedness and Response Program of Montgomery County, Maryland.¹ The curriculum and the interventions were tested in a pilot project in FY 2008. The results of the pilot project showed that the educational sessions on emergency preparedness, conducted by trained health promoters, were effective in increasing emergency preparedness among Latino community participants.²

Preparation for Pandemic Flu: A Health Promoter Training Module is designed to prepare health promoters, who have already been trained in educational techniques on the basic concepts of public emergency preparedness, to conduct educational interventions on pandemic flu preparedness. This module must be used in combination with the *Emergency Preparedness Education for the Latino Community: Health Promoter Training Manual* curriculum, which describes in detail the process and the content of an emergency preparedness training program for health promoters.

The module and the interventions were tested in FY 2009. Six health promoters received training and they subsequently conducted three community workshops of two sessions each. The training and the workshops used the same methodology that was proven effective during the pilot project of FY 2008.

Objectives of the Module

The primary objective of the module is:

After having actively participated in the training, health promoters will have the necessary knowledge and skills to be able to plan and conduct group educational sessions on public emergency preparedness and pandemic flu preparedness.

Specific Objectives:

Health promoters will have the following **knowledge on basic emergency preparedness:**

¹ *Preparación para Emergencias Públicas en la Comunidad Latina: Manual para Capacitación de Health promoters* (Emergency Preparedness Education for the Latino Community: Health Promoter Training Manual). LHI and APC, Montgomery County DHHS, 2008, and Simple Responses to basic Questions about Public Emergency Preparedness: Information for Health Promoters. LHI and APC, Montgomery County DHHS, 2008. Available at: <http://www.montgomerycountymd.gov/hhstmpl.asp?url=/content/hhs/phs/APC/preparedness.asp#VulnerablePopulations>

² *Emergency Preparedness Education for the Latino Community Conducted by Health Promoters: A Mini Pilot Project*. Silver Spring, MD: DHHS, APC and LHI, April 2008. Copies of the final report of the pilot project can be ordered from the Advanced Practice Center at the following e-mail address: <http://www.montgomerycountymd.gov/content/hhs/phs/APC/requestinfo.asp>

- The three steps in preparing for an emergency situation
- Topics a family should discuss in case of a possible emergency
- How to make an emergency preparedness plan
- The 9 essential items in an emergency preparedness supply kit
- How and where to obtain information in case of an emergency

Health promoters will have the following **knowledge on pandemic flu preparedness**:

- What a pandemic is
- How to prepare for a pandemic:
 - Discuss prevention, symptoms and care for a sick person
 - Make a plan in case of a pandemic
 - Gather essential items for caring for a person with flu

Health promoters will have the following **skills**:

- Transmit key messages about emergency preparedness and pandemic flu preparedness in a group education intervention.
- Motivate dialogue about emergency preparedness and pandemic flu.
- Motivate participants to take the necessary steps for preparation.
- Complete and hand in the necessary forms for documenting their efforts.

The concepts, key messages and the actions promoted in the curriculum come from the Advanced Practice Center and from recommendations by other authorities on emergency preparedness (such as the Centers for Disease Control and Prevention).

Objectives of Community Intervention

The activities of the health promoters have the following **objectives**:

- Increase the knowledge of possible public emergencies, including pandemic flu, and appropriate responses among the Latino population.
- Increase the knowledge of planning and preparation for public emergencies, including emergency equipment and supplies and caring for the sick.
- Increase the appropriate actions for emergency preparedness, including pandemic flu, among the Latino population.

The methods for the community interventions were designed for groups with a maximum of 12 to 15 persons.

How to Use this Module

The module consists of a total of 5 hours of instruction, including a review of the basic emergency preparedness concepts listed in the *Emergency Preparedness Education for the Latino Community: Health Promoter Training Manual*. **The Training Manual needs to be consulted to be able to carry out the training on pandemic flu preparedness.** The manual includes the icebreaker, the welcome and the activities that introduce the basic emergency preparedness topics, as well as information on community education methods.

Regarding the Complementary Materials

This module is only one of the tools for conducting the project. The following materials are a fundamental part of the community sessions:

About Basic Emergency Preparedness

Brochure: All Ready

Brochure: Plan 9

Poster: Plan 9

Simple Answers to Basic Questions about Emergency Preparedness: Information for Promoters

These materials are available in “.pdf” format at the website of the Advanced Practice Center:

<http://www.montgomerycountymd.gov/hhstmpl.asp?url=/content/hhs/phs/APC/preparedness.asp#VulnerablePopulations>

About Pandemic Flu Preparedness

*Home Equipment for the Flu*³

*No Ordinary Flu*⁴

*Stop germs, stay healthy!*⁵

Other materials

Samples and examples of the 9 essential items and the items for taking care of the sick (e.g. thermometer, disinfectant gel, etc.)

³ Available at: <http://www.montgomerycountymd.gov/pandemicflu>

⁴ Available at: <http://www.kingcounty.gov/healthservices/health/preparedness/pandemicflu/comicbook.aspx>

⁵ Available at: <http://www.kingcounty.gov/healthservices/health/communicable/stopgerms/posters.aspx>

Activities in the Module

Activity	Time (minutes)
Introduction: Objectives of the Training and the Interventions	30
Demonstration of a Group Educational Intervention	90
Analysis of the Educational Intervention	30
Group Intervention Practice: Pandemic flu	150
Closing of the Training	5
TOTAL	305

Activity 1: Introduction

Method: Presentation and group discussion

Learning Objectives:

Knowledge:

- Name the objectives of the training
- Name the objectives of the community interventions

Time: 30 minutes

Materials:

- Training Agenda
- Training Objectives
- Community Intervention Objectives

Preparation:

- Make the transparencies
- Obtain brochures and other materials about the project
- Make photocopies of the transparencies to hand out to the participants

Procedure:

1. Review the training agenda and ask for clarifications.
2. Show the transparency of the training objectives, explaining that the purpose of the training is meant
 - To prepare health promoters to impart information and culturally and linguistically appropriate education about how to prepare for public emergency situations and to prepare for pandemic flu. Remind the participants that the training concerns the knowledge and skills needed by health promoters to fulfill these responsibilities and tasks.
3. Show the transparency of the community intervention objectives.
4. Refer the participants to the materials in their folders or information packets. Explain that *Home Equipment for the Flu* and *No Ordinary Flu* are reference materials for health promoters and that they should read them at home.
5. Elicit questions and clarify any doubts.

Training Objectives

The primary objective of the training is:

After having actively participated in the training, health promoters will have the necessary knowledge and skills to be able to plan and conduct group educational sessions about public emergency preparedness and pandemic flu preparedness.

Specific Objectives:

Health promoters will have the following **knowledge on basic emergency preparedness:**

- The three steps in preparing for an emergency situation
- Topics a family should discuss in case of a possible emergency
- How to make an emergency preparedness plan
- The 9 essential items in an emergency preparedness supply kit
- How and where to obtain information in case of an emergency

Health promoters will have the following **knowledge on pandemic flu preparedness:**

- What a pandemic is
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 - Discuss prevention, symptoms and care for a sick person
 - Make a plan in case of a pandemic
 - Gather essential articles for caring for a person with flu

Health promoters will have the following **skills:**

- Transmit key messages about emergency preparedness and pandemic flu preparedness in a group educational intervention.
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- Complete and hand in the necessary forms for documenting their efforts.

Objectives of Community Intervention

The activities of the health promoters have the following **objectives**:

- Increase the knowledge of possible public emergencies, including pandemic flu, and appropriate responses among the Latino population.
- Increase the knowledge of planning and preparation for public emergencies, including emergency equipment and supplies and caring for the sick.
- Increase the appropriate actions for emergency preparedness, including pandemic flu, among the Latino population.

Activity 2: Demonstration (Model) of an Educational Intervention on Pandemic Flu Preparedness

Method: Demonstration

Learning Objectives:

- **Knowledge:**
 - Name the key messages to be transmitted in a group educational intervention on pandemic flu
 - Name the materials to be used in a group educational intervention on pandemic flu
 - Name the steps to follow when conducting an educational session on emergency preparedness.
- **Skills:**
 - Transmit the key messages in a group educational intervention
 - Use audiovisual materials to aid and reinforce the key messages
 - Motivate questions and participation
 - Use communication skills (active listening, use of simple language, summarize the lesson, asking open questions, etc.)

Time: 90 minutes

Materials:

- Key messages: Pandemic Flu (in the appendix)
- An Educational Session (in the appendix)
- Hand washing is the wisest thing to do (in the appendix)
- Samples and examples of the items for taking care of the sick (e.g. thermometer, disinfectant gel, etc.)
- *Stop the germs, stay healthy!*

Preparation:

- Obtain the materials
- Practice the demonstration

Procedure:

1. The facilitators (2) present a model of a group educational intervention, using the Key Messages: Pandemic Flu and other materials.
2. The participants play the role of persons from the community.
3. The group intervention model follows the lines in “An Educational Session” and provides the “Key Messages.”
4. This can be handled as a dialogue between two facilitators, with questions to the audience/the community. For example:

- Facilitator A: Yolanda, I have heard about pandemic flu, but I don't know what it is.
 - Facilitator B: Good question, Alicia. Let's see what our guests say:
 - What is a pandemic? And pandemic flu?
 - (The dialogue continues according to the responses of the audience, clarifying doubts, using the key messages, etc.)
 - Facilitator A: Thank you. Now I know what pandemic flu is and why it is a public emergency. But, what do I do to prepare my family?
 - Facilitator B: Look, three simple steps: (explain the 3 steps using the Key Messages).
 - Facilitator A: Yes. What do we have to discuss with the family?
 - Facilitator B: Why don't we ask the invited guests?
 - Facilitator B: Thank you. How can I be sure that my hands are clean?
 - Facilitator A: That is easy. (Demonstrate the hand washing technique, Using Washing your hands is the wisest thing you can do.)
 - (The dialogue continues according to the responses of the audience, clarifying doubts, using the key messages, etc.)
5. Finally, the *Stop germs, stay healthy!* brochure is distributed.

Activity 3: Analysis of the Educational Intervention: Pandemic Flu Preparedness

Method: Discussion

Learning Objectives:

- **Knowledge:**
 - Name the key messages to be imparted in a group educational intervention
 - Name the materials to be used in a group educational intervention
 - Name the steps to follow when conducting an educational session on pandemic flu preparedness.
- **Skills:**
 - Transmit the key messages in a group educational intervention
 - Use audiovisual materials to aid and reinforce the key messages
 - Elicit questions and participation
 - Use communication skills (active listening, use of simple language, summarize the lesson, asking open questions, etc.)

Time: 30 minutes

Materials:

- Those of the previous activity (Demonstration)

Procedure:

1. Do an analysis of the group educational intervention model by asking such questions as:
 - Please, provide your comments on the presentation:
 - What did you like?
 - What was not clear?
 - Did you have enough time to present the material?
 - How can we improve it?
 - How was the presentation sequence? Which were the steps we followed?
 - How did we use the audiovisual materials?
 - How did we elicit questions from the audience?
 - How did we handle the questions from the audience?
 - How was the language we used?
 - Which were the key messages we presented?
 - What did we do when we did not know the answer to a particular question?
 - How did we finish the presentation?
2. Show the “Educational Session” and “Key Messages” sheets, reviewing them and eliciting questions.
3. Explain that the health promoters are going to do something similar in their educational interventions.
4. Ask for comments on how to adapt the presentation based on the circumstances:

- How would you handle the intervention with a group of 3 health promoters?
 - Example: Assign a topic to each facilitator: Facilitator A: Introduction to the session; Facilitator B: Explanation of pandemic flu and the 3 steps for preparation; Facilitator C: Explanation and demonstration of hand washing and preparation of equipment to care for a sick person.
- How would you do this as part of an intervention about basic emergency preparedness concepts?
 - Example: Conduct two sessions: the first one introduces basic emergency preparedness concepts (what is a public emergency and the three steps?); the second session deals specifically with the preparation for pandemic flu.

Activity 4: Group Intervention Practice: Pandemic flu

Method: Practice

Learning Objectives:

- **Knowledge:**
 - Name the key messages to be imparted in a group educational intervention
 - Name the materials to be used in a group educational intervention
 - Name the steps to follow when conducting an educational session on pandemic flu preparedness.
- **Skills:**
 - Transmit the key messages in a group educational intervention
 - Use audiovisual materials to aid and reinforce the key messages
 - Elicit questions and participation
 - Use communication skills (active listening, use of simple language, summarize the lesson, asking open questions, etc.)

Time: 150 minutes (2.5 hours)

Materials:

- Those of the previous activity (Demonstration analysis)

Procedure:

1. Participants are divided into groups of 3.
2. Explain the purpose of the activity to the group: to give them the opportunity to improve their skills by conducting an educational session on preparing for pandemic flu.
3. Explain that they will have the opportunity to practice a session with three health promoters.
4. Have available the materials that can be used by health promoters during practice.
5. You have 30 minutes to prepare your lesson and up to 90 minutes to practice.
6. Before practicing, elicit questions or concerns about the procedure of the activity.
7. When finishing the practice session, ask for comments from the participants on what they learned during this activity and what they are going to do during their next educational sessions.
 - How was the presentation sequence?
 - How were the audiovisual materials and the demonstration of the articles used?
 - How were questions elicited from the audience?
 - How was the wording that was used?
 - What were the key messages that were presented?
 - How was the session concluded?

Activity 5: Closing of the Training

Method: Presentation

Time: 5 minutes

Procedure:

1. Remind participants:
 - To take the 3 steps to prepare for pandemic flu with your families at your homes.
 - To read all of the reference materials.
 - To come to the meeting to finalize the arrangements for the community interventions.
2. Elicit questions and comments and clarify any doubts.
3. Congratulate the participants!

Appendix A

An Educational Session

Procedure:

- Clearly explain the purpose of the session and how long it will last
- Ask questions
- Elicit questions
- Show yourself positive and respectful
- Listen actively
- Use simple language and your own words
- Provide time for a friendly and informal chat
- Use the audiovisual materials
- Deliver the key messages
- Summarize the explanations
- Ask what they learned

Examples of questions for the educational sessions

- What is a pandemic? Why is a pandemic a public emergency?
- What can we do to prepare ourselves for a pandemic?
- What do we have to discuss with the family?
- What items or supplies should you have as part of the preparation for a pandemic?
- Does someone want to give a summary of what we have learned?
- With whom can we share what we learned?

Appendix B

Key messages: Pandemic flu

Pandemic flu is a public emergency because it puts a large number of people at risk of death or serious damage.

There are many types of public emergencies—from a great winter storm or a hurricane to an act of terrorism. If an emergency occurs, the government and aid organizations will try to help you, but you also need to be prepared.

You and your family can prepare yourself to be ready for pandemic flu. Everybody ready!

Preparation is the best response to any public emergency situation. To be prepared beforehand can mean the difference between a tragedy and survival. All people can do certain simple things to prepare themselves and their loved ones for pandemic flu.

Pandemic flu is an outbreak or epidemic of an influenza (or flu) virus that propagates globally and infects many people.

Pandemic flu is different from common flu (or seasonal flu). Most people have some immunity (or defense) against common flu and a vaccine is available. Pandemic flu occurs when a flu virus that is normally only a virus that affects animals (such as pigs or birds) mutates and starts infecting human beings. When it starts going from person to person it propagates rapidly because people do not have immunity or defenses against the virus.

Common flu occurs every year. Pandemic flu occurs rarely. The most serious pandemic was in 1918 with the Spanish flu, when more than 50 million people died. Two less severe pandemics occurred in 1957 and 1968.

Currently public authorities are preparing for an influenza or flu pandemic caused by the H1N1 virus, also known as swine flu.

H1N1 flu (swine flu) is a type of flu that generally only affects pigs. Occasionally people become ill with H1N1 flu. Previously, most people who became sick with this virus had generally been in close contact with pigs. Presently, the H1N1 flu virus is being transmitted from person to person. Since most people probably do not have the immunity to prevent the infection, this may cause a flu pandemic. It is not known yet what will be the impact of a pandemic caused by the H1N1 virus.

Although the authorities have declared a public health emergency in view of the threat of a pandemic, this allows the government to rapidly mobilize the resources to confront a pandemic. The situation is serious, but there is no cause for alarm.

To prepare for a flu pandemic, follow the three steps of preparedness for any emergency situation:

1. Initiate a discussion with the family about pandemic flu and how to prepare for it.
2. Make a plan and share it with the family.
3. Prepare a supply kit that will help to you in your home.

Talk about the facts of pandemic flu.

- a. **Everybody is at risk.** Certain groups of people may be more at risk of a serious illness than others, but until the virus starts circulating extensively, it is not known for sure who is at greater risk.
- **Flu is transmitted in two ways:**
 - By touching an infected person or a contaminated surface with the virus and later touching your own face or the face of another person
 - By inhaling the droplets containing the virus, which are produced when the infected person speaks, coughs or sneezes
 - Generally, **the symptoms appear between 1 and 4 days** after the moment a person is exposed to the flu. This is called the “incubation” period.
 - **Persons infected with the H1N1 flu virus can transmit the illness while they have the symptoms** (fever, cough, sore throat, body pains, headache, chills and fatigue, and in some cases diarrhea and vomiting) and possibly up to seven days after the start of the illness. Children, especially the youngest, may be contagious for longer periods.
 - The **seasonal flu vaccine and the H1N1 (Swine) flu vaccine** are separate vaccinations. A seasonal vaccine is distributed routinely every year, the H1N1 (Swine) flu vaccine is in development for the fall of 2009. There does not expect to be a shortage of H1N1 (Swine) flu vaccine, but vaccine availability and demand can be unpredictable. It is likely that initially, the vaccine will be available in limited quantities and only available to those at very high risk.
 - Until now, **the majority of the people with H1N1 flu recovered** fully from the illness.
 - **There are two antiviral medications** that can be obtained by medical prescription to treat or prevent H1N1 flu. If you are sick, these medications may make your illness less severe and may make you feel better more quickly. They may also help to prevent serious health problems. The medications are more effective if they are started within two days after contracting the illness.

Talk about proper preventive habits

- **Wash hands frequently.** Washing hands is the most important way to keep from contracting illnesses. An alcohol-based hand disinfectant gel (such as Purell® or other commercial brand) can be used.
- **Do not touch your eyes, nose or mouth.** Frequently viruses propagate when a person touches something contaminated with the virus and then touches his eyes, nose or mouth.
- **Staying at home when you are sick.** If possible, stay at home and don't go to work, school or public places if you are sick. In this way, you will help to avoid others to contract your illness.
- **Cover your mouth and nose when you cough or sneeze.** This may prevent that those who are close to you from getting sick. Use paper tissues (Kleenex) or the inside of the elbow instead of your hands. Discard used tissues in the waste basket or take a small plastic bag with you (Zip-lock, for example) for discarding used tissues.
- **Avoid getting close to sick people.** Avoid close contact with other people if possible.
- **Maintain good health habits.** Get sufficient sleep, be physically active, control your stress, drink a lot of liquids and eat nutritious foods.

Discuss the symptoms of H1N1 flu in people

The symptoms of the H1N1 flu are similar to the symptoms of common influenza or flu:

- Sudden onset of illness
- Fever over 100.4°F
- Chills
- Cough
- Headache
- Sore throat
- Nasal congestion
- Muscle pain
- Fatigue and feelings of weakness
- Diarrhea, vomiting, abdominal pain and/or exhaustion are the most frequent symptoms in children.

Just as in the case of common flu, H1N1 flu can vary in human beings between mild and severe. There may be from no symptoms up to a case of severe pneumonia that kills the patient.

Discuss what to do if a person in the family gets sick

- If a person gets ill with flu-like symptoms, **call your medical provider**. The provider will decide if you need to have tests to detect the flu or whether you need treatment.
- If you are sick, **stay at home** and avoid contact with other people as much as possible in order to avoid passing your sickness to others.
- Seek immediate medical attention if one of the following **warning signs** present themselves:
- **In children**, the primary warning signs that require immediate medical attention are:
 - Rapid respiration or difficulty breathing.
 - Blueish skin color.
 - If the child is not drinking enough liquids.
 - The child does not want to wake up or interact with others.
 - If the child is so uncomfortable that he or she does not want to be carried.
 - The flu-like symptoms improve, but later return with fever and worse coughing.
 - Fever with a rash.
- **In adults**, the primary warning signs that require emergency medical attention are:
 - Difficulty breathing or being out of breath.
 - Pain or pressure in the chest or abdomen.
 - Sudden dizziness.
 - Confusion.
 - Violent and constant vomiting.

Discuss the changes in daily living that may be caused by a pandemic.

With a pandemic, daily life will change from all angles. To decrease the spread of the illness, it is possible that:

- Schools and daycare centers will be closed.
- Many people will not be able to work.
- Public events will be canceled.
- It may be difficult to obtain medical care. The hospitals and clinics will be inundated with sick people and will only be able to attend to the most serious cases.
- There will be travel restrictions.
- The health status of people entering the US may be investigated.
- People sick with the flu may be asked to stay home (“voluntary quarantine”)

But the majority of patients with flu can be cared for at home.

Make a plan: Prepare to stay at home for one week or more.

A pandemic may last from weeks to months.

- Decide who will care for the children in case they close the schools.
- Plan how you will work from home, if possible.
- Prepare to help your neighbors during a pandemic.
- Have the telephone numbers of your medical providers and the County pandemic flu information line at hand: 240-777-4200

Prepare a kit: 9 essential items

A kit with 9 essential items will help your family to protect themselves wherever they are in case of any emergency. In a pandemic, the most important are the first three items and the ones for caring for a person with the flu.

1. Water, juice and liquids—hydration is important!
2. Food
3. Medications
4. Clothes
5. Flashlight
6. Manual can opener
7. Battery powered radio
8. Personal hygiene articles
9. First aid articles

Include items for taking care of a person with the flu

- Digital thermometer
- Alcohol pads or cotton saturated in 70% isopropyl alcohol for cleaning the thermometer.
- Medications for reducing fever (ibuprofen, acetaminophen--Motrin®, Advil™ or Tylenol™); take these according to doctor's indications.
- Chlorine for making a disinfectant solution.
- Plastic utensils, plates, cups and paper napkins: to avoid having to wash dishes and utensils used by (a) person(s) with flu.
- Paper tissues: for cleaning respiratory secretions. Discard them after use into the closest waste basket.
- Soap and water: for hand washing.
- Hand disinfectant gel (such as Purell®): to use when you cannot wash your hands with soap and water.
- Garbage bags: to discard waste products (e.g. tissues and plastic or paper products).
- Surgical masks (with tie straps) or breathing masks (tied behind the ears), one for each person in the family: use only when indicated by the Montgomery County Department of Health and Human Services.
- List of Internet resources for the possible delivery of products and services to your home (e.g. foodstuffs or medical products).

Follow the indications by the authorities: Listen to the radio and the television.

The authorities will communicate the measures people have to take by radio and television. Remain calm. With preparation and information, there is no need for panic.

Stay informed.

Look up the most updated information at: <http://www.cdc.gov/swineflu/espanol/>

Share this information with your neighbors

Appendix C

Hand washing is the wisest thing to do

Washing hands is “the most important way to keep from contracting illnesses.” Hand washing is the first line of defense against such infectious diseases as colds and flu.

Wash your hands frequently

- After covering your mouth to cough or sneeze
- After cleaning or blowing your nose
- After touching contaminated objects or materials, such as used tissues or Kleenex
- Before and after using the bathroom
- After touching your eyes, nose or mouth
- After being in contact with the dirty clothes of a person with the flu

Hand washing technique

- Use water and soap. Rub your hands for 20 seconds, more or less the amount of time to sing “Happy birthday” twice.
- Wash all surfaces, including the tops of the hands, the palm, between the fingers and under your nails.
- Rinse thoroughly.
- Dry your hands.
- Turn off the faucet with a paper towel, if you are not at home.



Translation:

1. Rub your palms together vigorously.
2. Rub your palm over the back of your left hand and vice versa.
3. Rub both palms while crossing your fingers.
4. Bend your fingers and rub the back side of each hand.
5. Rub the right thumb with your left hand and vice versa
6. Rub the finger tips on your palms.

Contact Information

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